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CATALOGUE OF
Manndale High School

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CATALOGUE
OF
MANNDALE HIGH SCHOOL



FOR THE SCHOLASTIC YEAR

1915-'16

CATALOGUE
OF
MANNDALE HIGH SCHOOL
FOR
THE SCHOLASTIC YEAR
1915-1916



PREPARATORY AND HIGH SCHOOL
FOR GIRLS AND BOYS

POSTOFFICE:
MANNDALE, ALAMANCE COUNTY
NORTH CAROLINA.

CALENDAR

1915

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2						1	2	3					1	2	3					1	2
3	4	5	6	7	8	9	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24	25	26	27	28	29	30	25	26	27	28	29	30		25	26	27	28	29	30	31	24	25	26	27	28	29	30
31																					31						
FEBRUARY							MAY							AUGUST							NOVEMBER						
	1	2	3	4	5	6							1	1	2	3	4	5	6	7		1	2	3	4	5	6
7	8	9	10	11	12	13	2	3	4	5	6	7	8	8	9	10	11	12	13	14	7	8	9	10	11	12	13
14	15	16	17	18	19	20	9	10	11	12	13	14	15	15	16	17	18	19	20	21	14	15	16	17	18	19	20
21	22	23	24	25	26	27	16	17	18	19	20	21	22	22	23	24	25	26	27	28	21	22	23	24	25	26	27
28							23	24	25	26	27	28	29	29	30	31					28	29	30				
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18
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1916

JANUARY							APRIL							JULY							OCTOBER						
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16	17	18	19	20	21	22	16	17	18	19	20	21	22	16	17	18	19	20	21	22	22	23	24	25	26	27	28
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20	21	22	23	24	25	26	21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25
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19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23	17	18	19	20	21	22	23
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BOARD OF TRUSTEES.

M. C. McBANE	Manndale, N. C.
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J. W. McBANE	Manndale, N. C.
E. J. BRAXTON	Snow Camp, N. C.
CHARLIE NEWLIN	Saxapahaw, N. C.
REV. W. T. HURST	Manndale, N. C.
J. B. BURKE	Evans, N. C.
W. T. WALTERS	Saxapahaw, N. C.
REV. R. P. ELLINGTON	Saxapahaw, N. C.
S. M. LEWIS	Saxapahaw, N. C.
WILLIE LINDSEY	Roscoe, N. C.
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OFFICERS OF BOARD OF TRUSTEES.

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WILLIE LINDSEY, Vice-President,
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M. C. McBANE, Bursar, Sec. and Treas.,
Manndale, N. C.

S. M. LEWIS, Auditor of Bursar's Books,
Saxapahaw, N. C.

EXECUTIVE COMMITTEE.

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M. C. McBAIN.
WILLIE LINDSEY.
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W. T. HURST.

FINANCE COMMITTEE.

S. M. LEWIS, Chairman.
M. C. McBANE.
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J. W. McBANE.

BUILDINGS AND GROUNDS COMMITTEE.

SHERMAN GLOSSON, Chairman.
J. W. McBANE.
W. T. HURST.

SCHOOL CALENDAR

FOR THE YEAR 1915-1916.

September 6, 1915—Opening of Fall Term.

September 22—Applications for diplomas submitted.

October 28—Subjects of Senior and Junior Theses submitted.

November 4—Removal of conditions.

December 20-24—Fall Term examinations.

December 24—January 3—Christmas Holidays.

January 3, 1916—Opening of Spring Term.

January 20—Last day for removal of conditions by applicants for diplomas.

February 22—Anniversary of Literary Societies.

April 14—Senior and Junior Theses submitted.

May 15-19—Spring Term examinations.

May 20—Literary Address and Closing Exercises.

May 21—Commencement Sermon.

FACULTY.

WILLIAM T. HURST, B. A., Principal.

Professor of Latin, and Normal Course.

B. A., Wake Forest College, 1909; Principal of Manndale Institute, 1903-1906; Principal of Sandy Creek Baptist Institute, 1906-1907;

Principal of Sylva Collegiate Institute, 1909-1911;

Principal of Manndale Institute, 1912.

MRS. W. T. HURST, Lady Principal.

Professor of Mathematics and Botany.

Student of Guilford College from 1898-1902; Lady Principal of Manndale

Institute in 1903-1906; Lady Principal of Wake Forest Graded

School, 1908-1909; Lady Principal at Sylva Collegiate Institute,

1909-1911; Lady Principal of Manndale Institute, 1912.

*.....*R. P. Ellington*.....

Professor of Science and English, and Literature.

Primary Department.

*.....*Curtis Newton and C. Durham*.....

MISS BEULAH ANDREWS,

Director of Music.

A Graduate of Music of Manndale Institute; a Student in Music, Meredith College; and studied Music in Durham

Conservatory of Music.

MR. BUTLER LEWIS,

Librarian.

MISS NETTIE LEWIS,

Assistant Librarian.

OFFICERS OF THE INSTITUTE.

REV. W. T. HURST, PRESIDENT.

MRS. W. T. HURST, SECRETARY.

*Vacancy yet to be filled,

REGISTER OF STUDENTS.

GRADUATES OF 1914-'15.

NAME.	COUNTY.
Andrews, Beulah.....	Alamance
Cheek, Jessie E.....	Alamance
Johnson, Henry F.....	Chatham
Lewis, Nonie.....	Alamance
Lindsey, Ethel R.....	Chatham
Mann, Walter T.....	Chatham
Morrow, Frank C.....	Orange
McBaue, O. D.....	Alamance
Riddle, Eugene N.....	Alamance
Walters, Benjamin T.....	Alamance

UNDERGRADUATES.

NAME	YEAR OF GRADUATION	COUNTY
Andrews, Nevotis.....		Alamance
Bass, Dewey.....		Alamance
Buckner, Matilda.....	1919.....	Alamance
Buckner, Lonie.....		Alamance
Buckner, Agnes.....		Alamance
Buckner, Bettie.....		Alamance
Braxton, Everette.....	1916.....	Alamance
Cheek, Ava.....	1917.....	Alamance
Dark, Aaron.....	1919.....	Chatham
Dark, Mattie.....	1919.....	Chatham
Dark, Headen.....		Chatham
Durham, John.....	1919.....	Chatham
Ellington, Harvey.....	1919.....	Alamance
Ellington, Harold.....		Alamance
Ellington, Wilma.....		Alamance
Ferguson, Floyd.....	1919.....	Chatham
Glosson, Reid.....	1916.....	Alamance
Glosson, Emma.....	1917.....	Alamance
Glosson, Nellie.....	1919.....	Alamance

Jones, Jasper.....	1919.....	Alamance
Jones, Marvin.....		Alamance
Jones, Lora.....		Alamance
Jones, Earl		Alamance
Jones, Lala		Alamance
Jones, Wayne.....		Alamance
Johnson, Thomas.....	1918.....	Chatham
Johnson, John.....		Alamance
Johnson, Ava.....		Alamance
Lewis, Butler.....	1917.....	Alamance
Lewis, Nettie.....	1916.....	Alamance
Lewis, Gradie.....	1918.....	Alamance
Lewis, Delphy.....	1919.....	Alamance
Lewis, Doshie.....		Alamance
Lewis, Zula.....		Alamance
Lloyd, Carey.....	1916.....	Orange
Lloyd, Wallace.....	1916.....	Orange
Marley, Georgia.....		Alamance
Marshall, Nella.....	1919.....	Chatham
McBane, Jewel.....		Alamance
Newlin, Curtis.....	1916.....	Alamance
Newlin, Jennie.....	1917.....	Alamance
Norwood, Gertrude.....	1919.....	Alamance
Norwood, Elbert.....		Alamance
Perry, Everette.....	1919.....	Alamance
Perry, Annie Belle.....	1919.....	Alamance
Perry, Annie.....	1919	Alamance
Perry, Murphy.....		Alamance
Perry, Bruce.....		Alamance
Perry, Linnie.....		Alamance
Perry, Bernard.....		Alamance
Rogers, Zebulon.....		Alamance
Rogers, Josie.....		Alamance
Russell, Georgia	1917.....	Alamance
Russell, Freddie.....	1919.....	Alamance
Thomas, Mamie.....	1919.....	Alamance
Thomas, Carl.....	1919.....	Alamance

Thomas, Lacy.....	Alamance
Thomas, Ethel.....	Alamance
Thomas, Jesse.....	Alamance
Thomas, Obra.....	Alamance
Thomas, Ollie.....	Alamance
Thomas, Verdie.....	Alamance
Thomas, Josie.....	Alamance
Thomas, William.....	Alamance
Thomas, Vestie.....	Alamance
Thomas, Dixie.....	Chatham
Williams, Ernest.....1918.....	Chatham
Williams, Clayton..... 1919.....	Sampson
Williams, Olive.....1919.....	Sampson

Recapitulation by Counties.

Alamance.....	62
Chatham.....	12
Orange.....	3
Sampson.....	2
	79

Recapitulation by Schools.

Latin.....	19
English.....	47
Mathematics.....	44
Political Science...	42
Science.....	15
Piano.....	9
Normal Course.....	1

MANNDAL HIGH SCHOOL

INTRODUCTION.

The founders of Manndale High School had two objects in mind in establishing the institution: to provide instruction as extended and thorough as is given a secular institution, and to aim at the development of the highest Christian character among the students. These high ideals have been held in view during the eleven years' history of the school. There has been a steady growth and continuous improvement in the scope and methods of instruction—courses of study have been added and improved, and standards of graduation have been used; but, amid all that, it has always been the highest aim of the trustees and faculty to maintain Manndale High School as a distinctively Christian institution.

THE HISTORY.

Every school has a beginning and a day of small things. Likewise Manndale High School had such a day.

Let us glance back at its early history and compare it with today and see the remarkable progress it is making.

In 1834 Lick Creek Church was organized and a house built on a little knoll about 200 yards southwest from the present Mt. Olive Church. This church was built of logs and had two divisions—one part was for the white people and the other for the slaves.

The first school taught in the neighborhood was taught in this church. It was a subscription school, taught by Ruffian Moore. How long he taught we do not know. He was succeeded by John Terry who was succeeded by Allison Roberson.

After a few years the church members decided to build a new church nearer the road. They tore down the old church, and moved one part of it up near the graveyard in which a blacksmith shop was run by Mr. Glosson.

Near this shop was erected the new church in which they taught school. When cold weather came on the teacher and children would go out and build up a fire in the old shop so that they might warm their feet and hands. There was neither stove nor fireplace in the church. This school was carried on under these trying circumstances until the other part of the old church was moved about half a mile southeast for a school house.

It was in this school house where Benton Roberson taught his first school. At the end of his school term the children asked him to treat them. He said he would not. Then they laid hold of him, and took him to Lick Branch where four big boys held him by legs and arms over the stream—saying, “Will you treat us”? They stood in this position several minutes until his brother Thomas arrived with the treat. Then said the teacher, “Not until you carry me back will I treat you.”

After this Benton Roberson studied medicine, moved to Chapel Hill, and became a very prominent physician. We are proud to learn that so noble a man as Dr. Benton Roberson was a student and a teacher at this school.

Many other families were connected with this school, namely: Jean, Johnson, Allington, Holton, Quakenbush, Glosson, Andrews, Perry, Hadley, Russell, Cheek, Love, Cook, Lewis, Roberson, Thomas, Flinton, and McBane, whose children received their early training at this school.

We are proud to make special note of certain families because of their prominence in the community at that time. No kinder men lived in this community than Robert Love and David McBane. They were always ready to take hold and push forward any movement that was for the betterment of their community. They were liberal with their means and aided in building churches and school houses when called upon. But they lacked one thing and that was Christ. They reared and left children who are today a success both in the financial

and christian world. Old Brother Levi Andrews, who was pastor of the church for many years, is of special mention because of the good he did and of his influence which is still living in our community. And in like manner we might mention the Flintom and Robeson families, and many others.

In the year 1870 Mr. S. M. Lindsey began a little subscription school in old Mt. Olive Church. This spread abroad among the people the desire for a public school, and the following autumn they began building a house. It was built between the well and where the church now stands, or south of the public road. The men hewed the logs and made the shingles with which to build it. The building had three windows, one door, and a large fireplace across the east end. However this was too small and in two or three years an addition of 12 or 14 feet and a fireplace was added to the west end.

The first public school was taught in this house by S. M. Lindsey, one of the best teachers of his day, and a man whose noble influence is living today among men and women whom he taught.

Then following him were Meritt Roberson, A. A. Glosson, and S. M. Lewis. We are proud that such men have lived before us and for us. But following these was a lady teacher, whom we all loved and revered, not only because she was a teacher, but for the good deeds she did and her life that meant so much for the community. This lady was Mrs. Cammie Jones. Then among the teachers succeeding her we want to especially mention M. C. McBane, not only because he was a good teacher, but because he has lived among us ever since and has done so much to make Manndale what it is today.

In 1882 the community saw that a better school building was needed. To build this, some of the patrons thought it best to discontinue the public school for a period of two years and take the free money and build it. Of course there were some opposed to this. However, knowing of this opposition, M. C. McBane asked all the patrons to meet him at the old school house one Saturday afternoon to decide what should be done. The

appointed evening found present those opposed as well as those for it and a tie seemed inevitable. But Mr. McBane, who clearly saw all this, but handled it with tact, asked one of the opposing citizens to, "Let us go to ourselves and take a nap of sleep". He gladly consented to go, and being very tired soon fell asleep. Now this was the very thing Mr. McBane wanted; so while the foolish one slumbered and slept, the wise one returned and had them vote immediately. Thus by one man's mistake and the shrewdness of another the community was enabled to build a new school house.

The new house was a one-roomed, framed house situated on the north side of the road in front of where the present Manndale High School building now stands. It was furnished with home-made desks.

When it was completed, school reopened with Rev. T. S. Crutchfield as teacher. We were now having a school term of about two or two and one-half months and every thing went on very nicely until the line between Alamance and Chatham counties was established. (Remember our school house was then in Chatham). This line about evenly divided our school district, but threw the house in Alamance. As you can see, this put our house on one edge of the district. This gave some little trouble as a majority of the patrons wanted to move the house north, or to the center of the district. However this was never done.

Among the teachers who succeeded Rev. T. S. Crutchfield were Mr. Gilmore, Charlie Self, Miss Dora Lutterloh, Alex Shaw, Abb Wilson, Lee Mann, Miss Mollie Clendenin, and Miss Myrtle Morrow. We shall always remember each of these for the good instruction which they gave.

In 1903 Prof. W. T. Hurst came to Manndale to begin a neighborhood school in this little one-roomed building. At that time the patrons only desired to have a school for the benefit of their community. But the school grew so rapidly that fall that a three-roomed building took the place of the one-roomed building.

To build this the patrons, with the help of Rev. W.

S. Long, County Superintendent, borrowed from the State \$500.00 and they put in the same amount. During the session Miss Della Braxton, who had been employed by the committeemen as teacher for the public school term, assisted Prof. Hurst from early in the fall until commencement in the spring. They were very congenial, so much so that he asked her to assist him through life. She must have consented for they were married at commencement in 1904.

At the close of the first year it was seen that there would have to be more preparation made. So there were trustees elected and the school named Manndale Institute. Prof. W. T. Hurst was elected the first Principal, with his wife as assistant, and the School of Music was added.

When the school opened the second year quite a number of boarding students presented themselves for registration. The neighbors threw open their doors for boarders. At the end of three years it was desirous to build a dormitory for boarding students but the people thought that was too big a task for them to undertake. So the Principal gave up the school.

He had had a hard struggle, but he had done a great work. He had not only started a high school and helped poor boys and girls, but he had implanted in each of his pupils lives, something good—ideals that are being successfully developed today.

In 1906 the trustees met and elected Rev. R. B. Lineberry Principal of the Institution—a man of fine literary culture and powerful christian influence. Under his two years' administration the school continued to grow. Then the trustees saw it necessary to erect a new building for boarding purposes. So the present dormitory was built.

In 1908 R. B. Pearson was elected Principal, but only served one year.

So in 1909 O. W. McManus was elected Principal and served two years with very successful administration. Then he resigned to go to Louisville to prepare himself for the ministry.

And Rev. R. P. Ellington, a man of good christian influence, was elected Principal and served one year.

In 1912 the prospects for a school were very gloomy and it looked as if there would be only a public school again. But the trustees, who yet had a little spark of hope, met and elected Prof. W. T. Hurst Principal for the second time. Now Prof. Hurst did not come back here because he thought he would make more money, for in coming he gave up a mission field that was paying him much more than he could make here; but he came, bought land, and has settled down to spend the remainder of his life in the interest of this school.

During the year 1912-'13 the school was very successful, having sent out from her walls the first real graduating class.

Today closes the year 1914-'15 the most successful year in her history.

During these twelve years, since the school became a High School, there have gone out from her walls to all parts of the country many professional men and women whose influence is felt for good.

The saying with us is that the influence of Manndale High School can not be estimated.

BESSIE LEWIS, HISTORIAN.

BUILDINGS.

We have a good building, equipped with the latest and best iron-frame desks, black-boards and pianos, well ventilated, lighted, and heated.

We also have an excellent building on the campus not more than 30 feet from the main building, which will furnish rooms for 16 young men, two in a room.

Table board can be had in private families at \$2.25 per week. Also lodging can be obtained in private families at a moderate rate.

The young men who room in the dormitory together with others may make arrangements for club boarding, thereby getting board at actual cost. This club will choose a steward out of their number who will buy supplies and keep accounts. They will also secure the

service of a woman in her home to superintend the cooking and preside at the table.

LOCATION.

The location of the school is an admirable one. Manndale is a beautiful and healthful place, situated on the Public Road which leads from Pittsboro to Graham. It is a hilly section of the country and a very healthy community—twenty miles southeast of Graham, fifteen miles northeast of Siler City, and twelve miles northwest of Pittsboro. It has an altitude of about 300 feet, which gives it a cool, invigorating atmosphere.

OUR AIM.

We aim at thorough and practical work. We give constant reviews and quizzes and strive to make every recitation point to some practical benefit in life.

The purpose of the school is to lead the students to cultivate truthfulness, self-control, a right sense of honor, habits of systematic and close application in the performance of every duty, and to give them a thorough preparation for further college work or for the duties of life. To develop in young men and women all the manhood and womanhood possible, and to develop such a character and moral power as will give the student a power and influence for good, is one of the prime aims of the Manndale High School. The student needs more than a knowledge of facts—he must have the power to use and apply them. He must be thoroughly indoctrinated in principles that he may see the relation of cause to effect and of effect to cause, and then be helped to carve out his career in the world. He needs that mental culture and discipline that will give him power to do and to act.

RELIGIOUS INFLUENCE.

Our school is a Christian School, located in a Christian community. Every effort is made to lead the student body to cultivate a noble Christian character. This is done by precept and example. Every day's work be-

gins with devotional exercises, which the students are required to attend. A well organized Baptist Church worships every first Sunday. In connection with the church is a well equipped Sunday school. Each student is required to be present at the Sunday morning services.

LITERARY SOCIETIES.

In connection with the school there are three well organized Literary Societies, Philologian and Eupathian for the young men, and the Athenian for the young women, which meet weekly for debate, recitations, reading and the transaction of business. The valuable training received in societies is clearly seen in the exercises at our commencements. We consider the work done in these societies, with the advantages of a library, to be one of the best means of securing INDEPENDENCE of thought, as well as, CORRECT thinking

LIBRARY.

We have a well selected library. While it is not large, new books are being added from time to time. Students have the use of the library free of charge, and thus create a taste for reading which is a valuable adjunct to the other training.

A WORD TO THE FRIENDS AND PATRONS OF THE SCHOOL.

Manndale High School is an interdenominational Christian school. It is co-educational. We now begin our 13th year with new zeal.

You cannot look into the cradle and read the secret message traced by a divine hand and wrapped up in that bit of clay any more than you can see the North Star in the magic needle. God has loaded the needle of that young life so that it will point to the star of usefulness, of manhood, and womanhood if you will but give him a chance.

There is no period in life as critical as the years between 12 and 20 for young people. It is in these that he is exposed to wrong ideas, wrong conceptions, and a great many times led astray in spite of home training.

If these years of growth and changes are to leave him fitted for manhood or womanhood he must devote himself to wholesome thinking, to right acting, and the cultivation of proper ideals. This can best be accomplished in a Christian school.

Says a New York man :

“A nation with our problems needs not only a manhood, but a womanhood, able to see human needs, to feel human aspirations, even in humble beginnings, to do human deeds for human kind. This education, fitting the girl or boy to go out in life able to see, to feel, to act for his own life and for others, is to be found only in the private school. The public school cannot give it, because there is not time, and because the individual child is lost in the mass. To be explicit, such training is to found, generally, only in such private schools as make ideals, and not financial success, the chief end.”

This school aims, not merely to graduate students, but to develop true manhood and womanhood, to lead young minds to see in life more than mere pleasure, more than mere acquisition of knowledge, more than mere industrial or commercial success, to lead them to correct principles, to Gospel principles, from which their lives shall in future flow as streams from a life-giving fountain.

Christian men and women, this is your institution. Let us have your hearty support.

May God's blessings rest upon the school, its Board of Trustees, its patrons, and upon all who shall be entrusted to our care.

Most sincerely,

W. T. HURST.

EXAMINATIONS AND REPORTS.

Written examinations will be held at the end of each session. No student will be promoted without having made 75 per cent. on the same.

Reports based on recitation and examination records and deportment will be sent to parents or guardians. The report will be made as accurate as possible, and will show the exact standing of the pupils in each subject studied. Parents can greatly aid us in this department by co-operating with their teachers, by enforcing home study and regular lesson work. They must see that their children obey strictly the regulations of the school, if they want them to remain.

SPECIAL NOTICE.

1. Furnished rooms in the dormitory are rented for \$1.00 per month—each occupant will pay 50 cents per month for room, and must be paid at the first of each month.

2. Students are urged to engage rooms before August 25th. Rooms which are engaged will be kept for occupant; those not engaged will be given to the first applicant.

3. Occupants of the rooms who conduct themselves in such a way as to create disorder in the building, and who, by unnecessary noise, interfere with the comfort of other occupants, will be required to account for such conduct made by them.

4. Occupants will be held responsible for all damages done to the rooms, and if they do not keep them in good order they will be required to put them in order at once.

5. No room is rented for a shorter period than to the end of a term, which is 16 weeks in Fall and 20 weeks in Spring.

6. Room rent will not be refunded.

7. When are accounts due? Board promptly at the beginning of each month, tuition at the entrance or monthly.

8. Any student defacing the walls or breaking any

of the school property will pay not less than \$1.00 for each offense.

9. May students enter at any time? Yes. Classes suited to the average student will be found at any time; but it is better to join the classes at the beginning of the term, if possible.

10. May students visit away from school? No student is allowed to leave school without the written request of the student's parent or guardian. Parents are requested not to ask leave of absence for their children during the session. Absence breaks into the work of the student and is demoralizing to the general discipline of the school. The best results cannot be obtained from students whose application to studies is interrupted by absence and the effect of visiting.

11. Visits from young men will not be permitted. It is supposed that girls come to a boarding school for educational purposes and not to have hindrances caused by young men calling.

12. Relatives and friends should time their visits so as not to conflict with the hours of study and recitation.

13. Girls are not allowed to go walking nor shopping unless accompanied by one of the lady teachers

14. Each student rooming in the dormitory is required to bring the following articles: 1 Bible, 1 umbrella, overshoes, 1 laundry bag, 2 quilts, 1 blanket, 2 sheets, 1 pillow. 2 pillow-cases, 4 towels, 4 table napkins, 1 work bag furnished with needles, thread, thimble, and scissors, toilet soap, comb and brush, and a drinking cup.

15. Rooms in the dormitory will be furnished with 1 dresser, 1 washstand, bowl and pitcher, 1 study table, 2 chairs, 1 bedstead and mat, and a heater.

16. No deduction will be made in tuition for less than two weeks after entrance, and students entering the second week of the term will be charged for the entire term.

17. Students whose bills for the previous year remain unsettled will not be registered for a new term unless special arrangements are made.

18. All laundry articles are required to be plainly marked with the name of the owner in indelible ink.

19. We require neatness and simplicity in dress.

20. A discount of 50 per cent. in the Literary Department will be given to Ministerial students of any denomination who on entering will present a certificate of recommendation from their church.

21. Smoking, playing cards, drinking, and cursing will not be tolerated.

22. We issue three diplomas: One for the completion of the Literary course and one for the completion of the Pianoforte course, and Normal course.

23. There will be no medals given because of the unsatisfactory results.

24. We have no pets in school. We treat all alike.

For further information concerning the school, write

W. T. HURST, PRINCIPAL,
MANNDALÉ, N. C.

COURSE OF STUDY.

GRADED DEPARTMENT.

First Grade

I. Spelling :

1. First steps in phonics and writing.
2. Reed's Primary Speller, Part I.

II. Reading:

1. The Howell Primer.
2. Graded Classics I.
3. Heart of Oak Books I.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—how to write the children's and their parents' names and postoffice addresses; how to write the days of the week, and the months of the year; how to write the seasons and the names of the books used in the class; how to write the titles—Mr., Mrs., Miss, Rev., Dr.; and how to write a simple letter, in correct form, from dictation.

IV. Drawing:

1. Children draw the objects they desire to draw.
2. Progressive Drawing I.

V. Arithmetic:

1. Learning to count (oral).
2. Learning to read and write numbers 1-1000.

VI. Physiology:

The subject is taught altogether orally in this grade.

VII. Geography:

1. The first step—conception of the great world beyond.

a. The teacher reads to the children the stories in Shaw's Little People and Big People of Other Lands and the following stories from Holbrook's Hiawatha Primer: The Milky Way, p. 40; The Fire-fly, p. 52; The Moon, p. 64; The Rainbow, p. 74; The Owl, p. 80; Hiawatha's Chickens, p. 88; Hiawatha's Brothers, p. 96; Hiawatha's Hunting, pp. 114, 120, 126; The Winds, pp. 127, 132; Mondamin, pp. 132, 144.

2. The second step—home geography.

Elementary ideas of direction, distance, form, color.

Second Grade

I. Spelling:

1. Review of work of First Grade.
2. Reed's Primary Speller, Part II.

II. Reading:

1. Graded Classics II.
2. Heart of Oak Books II.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—review of the work of First Grade and the children practice writing simple letters of their own composition.

IV. Drawing:

1. The children continue to draw the objects they are interested in. They try to illustrate some of the stories read to them during the year.
2. Progressive Drawing II.

V. Arithmetic:

1. Reading and writing numbers 1-1000.
2. The 36 addition facts.

VI. Physiology:

The subject is taught altogether orally in this grade

VII. Geography:

Review and continuation of work of First Grade and teacher reads to the children Andrew's Seven Little Sisters.

VIII. Writing:

Copy-book I.

Third Grade

I. Spelling:

1. Review of work of Second Grade.
2. Reed's Primary Speller, Part III.

II. Reading:

1. Graded Classics III.
2. Heart of Oak Books III.

III. Language:

1. Oral and written reproduction of stories.
2. Copying and dictation.
3. Other formal work—Hyde's Language Lessons I, pp. 1-70, to be used by the teacher, but not in the hands of the children.

IV. Drawing:

1. The children try to illustrate some of the stories read to them by the teacher during the year.
2. Progressive Drawing III.

V. History:

1. Study of Primitive Life.
2. Observation of National and State Holidays.

VI. Arithmetic:

1. Formal addition, subtraction, multiplication, and division.
2. Milne's Progressive Arithmetic, Book I, pp. 73-156.

VII. Physiology:

Taught orally.

VIII. Geography:

1. First step—conception of the great world beyond.
 - a. Teacher reads to the children Little Lucy's Wonderful Globe.
 - b. Teacher and children locate on a large map or globe North America and the other continents, the oceans, the United States, North Carolina, some of the cities and

countries of which they have heard, their own county and the nearest-by towns.

2. Second step—home geography.

a. Elementary ideas of direction, distance, color, form.

b. Local occupations, local land and water forms.

IX. Writing:

Copy-book II.

Fourth Grade

I. Spelling:

1. Review of the work of Third Grade.

2. Reed's Word Lessons.

II. Reading:

1. Fourth Language Reader.

2. Heart of Oak Books, IV.

III. Language:

1. Oral and written reproduction of stories.

2. Copying and dictation.

3. Other formal work—Hyde's Language Lessons I, pp. 70-158, in hands of the children.

IV. Drawing:

1. The children try to illustrate some of the stories read to them during the year.

2. Progressive Drawing IV.

V. History:

1. Local History.

2. Discoverers and explorers.

3. Stories from other Nations.

VI. Arithmetic:

1. Review work of previous year.

2. Long Division.

3. Common Fractions.

Milne's Progressive Arithmetic, Book I, pp. 157-282.

VII. Physiology:

Ritchie—Caldwell Primer of Hygiene.

VIII. Geography:

1. Home Geography and World Relation; Dodge's Primary Geography, pp. 1-71. First half-year.

2. The Elements of Continental Geography—North America, pp. 71-130. Second half-year.

IX. Writing:

Copy-book III.

Fifth Grade

I. Spelling:

1. Review work of previous grade.
2. Reed's Word Lessons.

II. Reading:

1. Fifth Language Reader.
2. Heart of Oak Books V.
3. Conner's Makers of North Carolina History.
4. Song of Hiawatha.
5. Francillon's Gods and Heroes.

III. Language:

1. Oral and written reproduction of stories.
2. Copying and dictation.
3. Other formal work—Hyde's Language Lessons, pp. 158 to the end of the book.

IV. Drawing;

1. Progressive Drawing V.
2. The children do considerable work in drawing outside of the work indicated by the book, as an aid to the work in geography, agriculture, etc.

V. History:

1. White's Beginners U. S. History, completed.
2. Spanish and Portugeese Stories, English History, Stories of other European countries.

VI. Arithmetic:

1. Review work of Fourth Grade.
2. Continue study of Common Fractions.
3. Study Decimals, completing Milne's Progressive Arithmetic, Book I. Take up Book II.

VII. Physiology:

Ritchie-Caldwell Primer of Hygiene.

VIII. Geography:

Dodge's Elementary Geography, pp 131-217.

IX. Writing:

Copy-book IV.

Sixth Grade

I. Spelling:

1. Review of the work of the preceding year.
2. Reed's Word Lessons.

II. Reading:

1. Heart of Oak Books VI.
2. Hawthorne's Great Stone Face.
3. Brown's In the Days of the Giants.
4. Guerber's Story of the Greeks.

III. Language:

1. Oral and written reproduction of stories.
2. Copying and dictation.
4. Other formal work—Essential Studies in English II.

IV. Drawing:

1. Progressive Drawing VI.
2. The children do considerable work in drawing as an aid in the work in geography, history, etc.

V. History:

Our Republic, completed.

VI. Arithmetic:

1. Review of work of previous year.
2. Percentage and its applications.
3. Milne's Progressive Arithmetic, Book II, completed.

VII. Physiology:

Ritchie's Primer of Sanitation.

VIII. Geography:

Dodge's Comparative Geography, pp. 88-200.

IX. Agriculture:

Agriculture for Beginners.

X. Writing:

Copy-books V and VI.

Seventh Grade**I. Spelling:**

1. Review work of previous years.
2. Reed's Word Lessons.

II. Reading:

1. Heart of Oak Books VII.
2. Brooks' Story of Cotton.
3. Irving's Rip Van Winkle
4. Warren's Stories from English History.

III. Language:

1. Oral and written reproduction of stories.
 2. Copying and dictation.
 3. Other formal work—Essential Studies in English
- II, completed.

IV. Drawing:

1. Progressive Drawing VII.
2. The children do considerable work in drawing as an aid to the work in agriculture, history, etc.

V. History:

1. Hill's North Carolina History, completed.
2. Peele's Civil Government.

VI. Arithmetic:

1. Review work of previous year.
2. Milne's Progressive Arithmetic, Book III, completed.

VII. Physiology:

Ritchie's Primer of Sanitation.

VIII. Geography:

Dodge's Comparative Geography, completed.

IX. Agriculture:

Read books on Agriculture from the Library.

X. Writing:

Copy-books V and VI.

HIGH SCHOOL DEPARTMENT.

Instruction is given in the following schools:

1. Latin Language—

- (1) C. & D.'s Beginner's Latin.
- (2) Cæsar's Gallic Wars.
- (3) Cicero's Orations.
- (4) Virgil, Aeneid.

2. Greek Language —

- (1) White's Beginner's Greek.
- (2) Xenophon's Anabasis.

3. Modern Languages—

- (1) White's Brief French Grammar
- (2) White's Reader and Composition.

4. English Language--

- (1) English.
- (2) English.
- (3) English.
- (4) English.

5. Pure Mathematics—

- (1) Algebra.
- (2) Algebra.
- (3) Geometry.

6. Political Science—

- (1) History.
- (2) History.
- (3) History.
- (4) Political Economy.

7. Biology—

- (1) Elementary Physiology.
- (2) Zoology.
- (3) Botany.

8. Chemistry without Laboratory.
9. Bible—
 - (1) Life of Christ.
 - (2) Acts.
10. Teacher's Course.
11. Music.

1. SCHOOL OF LATIN.

Course 1.—Five recitations a week: Collar and Daniel's Beginner's Latin.

Course 2.—Five recitations a week: 4 Books of Cæsar's Gallic Wars, with Allen and Greenough's Latin Grammar.

Course 3.—Five recitations a week: Cicero, Orations with Allen and Greenough's Latin Grammar, Prose Composition (Arnold's), Systematic drill in the use of lexicons. (Harper's Latin-English or White's English-Latin).

Course 4.—Five recitations a week: Virgil Aeneid with Allen and Greenough's Latin Grammar, Prose Composition (Arnold's) with systematic drill in the use of lexicons. (Harper's Latin-English or White's English-Latin).

2. SCHOOL OF GREEK.

Course 1.—Three recitations a week: White's Beginner's Greek.

Course 2.—Three recitations a week: (1) Xenophon's Anabasis, Book I, Chaps. 1-8; (2) Anabasis, Books II-IV, or Books II-III of the Anabasis and I Book of Herodotus.

3. SCHOOL OF MODERN LANGUAGES.

Course 1.—Three recitations a week: Whitney's Brief French Grammar, Blouet's French Composition.

Course 2.—Three recitations a week: Whitney's Reader and La Litterature Francaise Contemporaine.

4. SCHOOL OF ENGLISH.

Course 1.—Three recitations a week: Rhetoric (Lockwood and Emerson), with special attention to paragraphing and essay writing.

Grammar—(I Buehler).

Reading: Irving's Sketch Book, Hawthorne's House of Seven Gables, Goldsmith's Vicar of Wakefield, Longfellow's Evangeline, Scott's Ivanhoe, Bunyan's Pilgrim's Progress, Plutarch's Lives of Cæsar, etc., and Stevenson's Treasure Island.

Course 2.—Three recitations a week: Rhetoric (Genung's), and Composition.

Reading: Sir Roger de Coverly's Papers, George Eliot's Silas Marner, Matthew Arnold's Sohrab and Rustum, Tennyson's Princess, Burke's Speech on Conciliation, Scott's Lady of the Lake, Coleridge's The Ancient Mariner, and Lowell's Vision of Sir Launfal.

Course 3.—Three recitations a week: English Literature (Pancost).

Reading: Pope's Rape of the Lock, Scott's Kenilworth, Macaulay's Life of Samuel Johnson, Macaulay's Essays on Milton and Addison, Milton's Paradise Lost, Milton's L'Allegro, II Penseroso, Comus and Lycidas, Thackeray's Henry Esmond, and Stevenson's Master of Ballantrae; Age of Fables (Bulfinch), Shakespeare's Julius Cæsar and Merchant of Venice.

Course 4.—Three recitations a week: History of English Literature (Halleck)

Reading: Shakespeare's Midsummer Night's Dream, Twelfth Night, Macbeth, As You Like It, King Henry V, Hamlet, King Lear, Romeo and Juliet, King John, and Essays on Addison and Steele.

5. SCHOOL OF POLITICAL SCIENCE.

Course 1.—Five recitations a week: Montgomery's English History.

Course 2.—Three recitations a week. Myer's General History.

Course 3.—Three recitations a week: Lancaster's History of England. Spring Term: History of America.

Course 4.—Two recitations a week: Political Economy.

6. SCHOOL OF PURE MATHEMATICS.

Course 1.—Five recitations a week: Elements of Algebra (Wentworth's), as far as Logarithms.

Course 2.—Five recitations a week: College Algebra (Wentworth's), as far as Logarithms, including factoring, common divisors, fractions, involution and evolu-

tion, theory of exponents, radicals, quadratics, progressions, and binomial theorem.

Course 3.—Five recitations a week: 5 Books of Plane Geometry (Wentworth's).

7. SCHOOL OF BIOLOGY.

Course 1.—Two recitations a week: Physiology, Martin's Human Body.

Course 2.—Two recitations a week: Zoology, Kellogg's Animal Forms.

Course 3.—Two recitations a week: Botany, Bergen's Elements of Botany.

8. SCHOOL OF CHEMISTRY WITHOUT LABORATORY.

Course 1.—Three recitations a week: First Principles of Chemistry by Brownlee and others.

9. SCHOOL OF BIBLE.

Course 1.—Two recitations a week: Study of the Life of Christ, Text Book Harmony of the Gospel in Revised Version with notes.

Course 2.—Two recitations a week: Study in Acts of the Apostles in Revised Version, with notes

10. COURSE FOR PUBLIC SCHOOL TEACHERS.

A number of students come to us every year to make special preparation for teaching in the public schools.

This course presupposes such preparation on their part that they can complete it in one year.

Those who can come only in the Spring Term will be greatly helped

FALL TERM.

Three recitations a week: School Administration—Courses of Study, Examinations, Grading Records, Incentives, Ventilation, Hygiene, Duties of Superintendents, of Principles, of Teachers, of School Boards, Decoration and Equipment of School Buildings, School Laws, the Relation of Municipal, State and National Governments to Education.

Text Books: Seeley's New School Management, Chancellor's Our Schools, Their Administration and Supervision.

English: Buehler Grammar.

History: Hill's History of North Carolina; Eggleton's New Century History of the United States.

Primer of Hygiene.

Arithmetic: Milne's Progressive.

Political Geography: Dodge's.

Drawing for Public Schools.

SPRING TERM

English: Buehler Grammar (completed).

History: (Our Republic) of the United States.

Primer of Sanitation: Hygiene.

Political Geography: Dodge's.

Arithmetic: Milne's Progressive (completed).

Civil Government: Peele's.

Recitation: Hamilton's.

Drawing for Public Schools.

The charge for tuition in this course will be the same as for the regular Literary Course.

11. SCHOOL OF MUSIC.

Instrumental Music.

Music is an essential element in the education and culture of the young woman. It affords both mental and spiritual refinement.

Those who wish to pursue courses in higher music should study French.

The following list of studies indicates the standard of work required. The outlines given will be followed in a general way, but only such studies and compositions as are best adapted to each individual student's requirements will be selected for study.

We can not fix a definite time for the completion of a Music Course. It depends largely upon the natural ability and the time devoted to practice. All pupils who finish the Pianoforte Course will have to take both History and Harmony of Music.

Diplomas will be given to those who complete the pre-

scribed course in Music together with a certain amount of Literary work.

COURSE 1.

(A) Exercises for acquiring a correct touch, flexibility, and strength of fingers; Formation of Intervals; Relationship of keys; Formation of major scales.

(B) A clear knowledge of Rhythm, Loeschorn, Op. 65, Books 1; Kohler's Primary Studies, Op. 50; Czerny, five finger exercises and other Primary studies. Selected Elementary pieces.

COURSE 2.

Technical exercises. Czerny, Op. 139-129; Streabbog, Op. 64, Book 2; Bertini, Op. 100; Memorizing; Pieces by Clementi, Burgmuller, Handrock, Hunter, etc. Scales and Arpeggios

COURSE 3.

Scales and Arpeggios; Berens, Op. 61, Bookland 2; Loeschorn, Op. 65, Books 1 and 2; Czerny, Op. 636; Pieces by Haydn, Lichner, Merkel, Clementi, Sonatas, Op. 36. Memorizing.

COURSE 4.

Czerny, Op. 299, Books 1 and 2; Hasert, Op. 50; Loeschorn, Op. 66, Books 1 and 2; Bach's Little Preludes and Fugues; Sonatas, Kuhlau; Pieces by Spindler, Dvorak, Mozart, etc.

COURSE 5.

Scale work in Thirds, Sixths, and Tenths: Deering, Octave Studies; Czerny, Op. 299, Books 3 and 4; Bach, Inventions 2 and 3 part; Sonatas, Haydn, Mozart, and Krause; Mendelssohn's Songs Without Words; Pieces by Mendelssohn, Rubinstein, Henselt, Schuett, Handel, etc.

To be entitled to a diploma in the High School Department the student must have completed the following courses: Prescribed (fifty-five hours):—

Latin 1.....	(5 hrs.)
Latin 2.....	(5 hrs.)
Latin 3.....	(5 hrs.)
Latin 4.....	(5 hrs.)
English 1.....	(5 hrs.)

English 2.....	(3 hrs.)
English 3.....	(3 hrs.)
Mathematics 1.....	(5 hrs.)
Mathematics 2.....	(5 hrs.)
Mathematics 3.....	(5 hrs.)
History 1.....	(5 hrs.)
History 2.....	(3 hrs.)
Human Physiology 1.....	(1 hr.)

Ten hours elective to be studied from the following:—

English 4.....	(3 hrs.)
History 3 and 4.....	(5 hrs.)
Greek 1 and 2.....	(6 hrs.)
French 1 and 2.....	(6 hrs.)
Bible 1 and 2.....	(4 hrs.)
Zoology.....	(2 hrs.)
Botany.....	(2 hrs.)
Chemistry.....	(3 hrs.)
Teacher's Course.....	(5 hrs.)

M. H. S. ALUMNI ASSOCIATION

The objects of this Association are to preserve and quicken the interest of the members in their Alma Mater, to suggest improvements, to discuss educational problems, to record the progress, and to preserve the history and influence of the institution as illustrated in the lives of the individual Alumni. Any former student of the institution is eligible to membership.

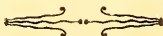
The second annual meeting was held at the institution on Saturday of the Commencement, and will meet every year on Commencement day at such an hour as shall be chosen by the committee.

The officers of the Association of 1914-1915, were:

Mr. E. L. Russell, President, Saxapahaw, N. C.

Miss Bessie Lewis, Secretary, Saxapahaw, N. C.

Mr. M. C. McBane, Treasurer, Manndale, N. C.



SCHOOL EXPENSES

Graded Department.

	PER MONTH	PER YEAR
First Grade.....	\$1.00	\$ 9.00
Second Grade	1.20	10.80
Third Grade.....	1.40	12.60
Fourth Grade.....	1.60	14.40
Fifth Grade.....	1.75	15.75
Sixth Grade.....	1.90	17.10
Seventh Grade.....	2.05	18.45

High School Department.

Freshman Year.....	\$3.00	\$27.00
Sophomore Year.....	3.00	27.00
Junior Year.....	3.00	27.00
Senior Year.....	3.00	27.00

Music Department.

Instrumental Music.....	\$3.00	\$27.00
Chorus Singing.....		Free

Department of Education.

Teacher's Course.....	\$3.00	\$27.00
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Table Board.

Board in the Club at actual cost.		
Board in private homes including fuel and lights.....	\$9.50	\$85.50
Washing and laundry.....	.50	4.50
Room rent in dormitory.....	.50	4.50

Extras.

Extra use of piano for practice (outside the regular lesson) one school hour per day, 50 cents per month.

History and Harmony of Music, each 50 cents per month.

Incidental Fee per term, 50 cents.

Diploma Fee, \$2.50.

No deduction from the above rates will be made except in protracted sickness, for not less than two weeks.

COMMENCEMENT 1915

PROGRAMME

MAY 14TH, 15TH AND 16TH

Friday Night, May 14, 1915.

7:30 p. m.—Musical Concert.

Saturday Morning, May 15, 1915.

10:15 a. m.—Song by congregation.

Prayer.

Female Quartette—My Dream Ship.

10:30 a. m.—Literary Address by Prof. M. C. S. Noble, Chapel Hill, N. C.

Solo—Grand Polka De Concert—Beulah Andrews.

11:45 a. m.—Orations by representatives of the Graduating Class:—

Ethel R. Lindsay, Ath.—Home.

H. F. Johnson, Phi.—Compulsory Education.

Jessie E. Cheek; Ath.—The Girl Problem.

W. T. Mann, Eu.—Confederate Heroes.

Male Quartette—Crossing the Bar.

1:15 p. m.—DINNER.

Saturday Afternoon

2:00 p. m.—Meeting of Alumni Association.

2:30 p. m.—Chorus

Class Day Exercise.

President—W. T. Mann, Eu.; Secretary—O. D. McBane, Eu.

Orator—E. N. Riddle, Phi.; Poet—Jessie Cheek, Ath.

Phophet—Nonie Lewis, Ath.; Historian—H. F. Johnson, Phi.

Executor—F. C. Morrow, Phi.

3:30 p. m.—Diplomas Awarded by Prof. J. E. Robertson.

4:00 p. m.—Address by the Principal to Class 1915.

Class Song—"Ring the Lily Bells."

4:20 p. m.—Debate.

Pres.—B. T. Walters, Eu.; Sec.—Wallace Lloyd, Phi.

Query—Resolved: That Alamance county should establish
and maintain by public taxation a Farm Life School.

Affirmative

Negative

J. C. NEWLIN, Phi.

R. M. GLOSSON, Phi.

E. A. BRAXTON, Eu.

M. B. LEWIS, Eu.

Solo—Few Follet—By Jessie Cheek.

5:20 p. m.—Alumni Address, by Rev. R. P. Ellington.

SUPPER.

Saturday Night.

7:30 p. m.—Annual Concert:

1. Duet—Il Trovatore—Beulah Andrews and Jessie Cheek.
2. Recitation—"College Oil Cans"—Nonie Lewis
3. Recitation—"A Warning"—Nettie Lewis.
4. Patriot Drill—By nine girls.
5. Farce—"In the Wrong Clothes"—By seven characters.
6. "Rock Allen"—By nine characters.
7. Chorus—Good Night.

Sunday Morning, May 16th.

11:00 a. m.—Annual Sermon, by Rev. D. H. Tuttle, Burlington, N. C.

MARSHALS:

W. T. JOHNSON, PHI., CHIEF.

M. B. LEWIS, Eu.

F. C. MORROW, Phi.

Schedule of Recitations in High School Department.

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Period.
8:30	English I. Latin III.	English I. Latin III.	English I. Latin III.	English I. Latin III.	English I. Latin III.	1
9:05	English II. Latin I.	English II. Latin I.	English II. Latin I.	English II. Latin I.	English II. Latin I.	2
9:40	English III. Latin II.	English III. Latin II.	English III. Latin II.	English III. Latin II.	English III. Latin II.	3
10:15	Chapel Service	Chapel Service	Chapel Service.	Chapel Service.	Chapel Service.	
10:50	Latin IV. Math. II.	Latin IV. Math. II.	Latin IV. Math. II.	Latin IV. Math. II.	Math. II. Latin IV.	4
11:25	Math. III. Physiology.	Math. III. Physiology.	Math III. Physiology.	Math. III. Physiology.	Math. III. Physiology.	5
12:00	NOON.	NOON.	NOON.	NOON.	NOON.	
1:35	Math. I. History I.	Math. I. History I.	Math. I. History I.	Math. I. History I.	Math. I. History I.	6
2:10	English History II.	English History II.	History II. English	History II. English.	History II. English	7
2:45	English. History III.	English. History IV.	English History III.	English History IV.	English. History III.	8
3:20	Education.	Botany.	Education.	Botany	Education.	9

UNIVERSITY OF N.C. AT CHAPEL HILL



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This book may be kept out one month unless a recall notice is sent to you. It must be brought to the North Carolina Collection (in Wilson Library) for renewal.
